

SPECIFIC FEATURES OF TEACHING LEGAL VOCABULARY IN FOREIGN LANGUAGE CLASSES

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ABSTRACT

Introduction of foreign specialized vocabulary into educational program for students of language specialties is a prerequisite for formation of spacious mind of students and language fluency in various areas of human activities. In particular, it is subject to legal vocabulary, since in everyday life people often face such tasks as filling contracts, applications and other documentation forms. This article is dedicated to study of role and place of legal vocabulary in educational process. We have demonstrated the need for teaching these lexical units to students of language specialties; we have suggested lexical minimum and methods and forms of work in foreign classes. In the course of our study we used such methods as analysis and synthesis of theoretical sources, analysis of learning and teaching literature and working programs on foreign language, method of selection of legal vocabulary from legal texts and specialized lexicographical sources. Performed study has shown that there is a need in widening of legal vocabulary's subject matter, which is taught in English classes, in particular, by adding such branches of law as contractual law, law of trusts, succession law etc, as well as improvement of teaching method for studying legal vocabulary. The main task of modernization of methods is widening of areas of legal vocabulary's practical application in classes of foreign language.

Key words: terminological system, legal vocabulary, legal term, juridical interpretation

1. INTRODUCTION

Education is one of the most important and vast spheres of human activities, which is closely connected with all other areas of social life. Economical and spiritual development of the country directly depends on ability of educational system to constantly improve itself in training highly qualified specialists, who are able to satisfy society's needs in various areas of activities, including international relations. That's why scientific researches, conducted in educational sphere, never lose their topicality.

Active implementation of international scientific, technical and educational projects makes linguistic skills one of prerequisites for successful professional activity. Legal vocabulary, as a term system, is one of language's key components for professional aims. Besides, legal vocabulary, juridical language, differs from other term systems by a wide range of spheres of application. Since legal system is quite flexible and reserve the possibility of introducing new terms and widening the meanings of existing ones, in jurisprudence accurate interpretation and knowledge of structural peculiarities of the whole term system are very important.

2. REVIEW OF LITERATURE

Legal vocabulary as an object of study in non-linguistic higher educational institutes was studied in the works of such scientists as Aleksandrova E.V. [1], Varlamova T.V. [2], Kuznetsova Yu.A. [3], Kucheryavaya T.L. [4], Stupnikova L.V. [5], Madhubala Bava Harji, Zhinoos Kamal Alavi1, Krishnaveni Letchumanan [6], Panadda Pratoomrat, Krich Rajprasit [7], Wenzhong Zhu, Xuping Deng1, Jingyi Li [8].

Researches Anisimova A.G., Arkhipova M.A. in their article "English-language legal terms: optimization of educational process" examine main special characteristics of legal vocabulary, and also study and prove system character of legal terminology [9].

Hsiao Hou in his article "Teaching Specialized Vocabulary by Integrating a Corpus-Based Approach: Implications for ESP Course Design at the University Level" considers the possibility to use language frame while introducing special lexical units in university foreign language classes [10].

If the problems of teaching professionally aimed vocabulary in non-linguistic higher educational institute are paid much attention by resource specialists in linguistics, introduction of such lexical units into educational program of linguistic specialties' students hasn't been studied independently until recently, which proves thematic justification.

3. LEGAL VOCABULARY IN LANGUAGE UNIVERSITIES

According to Aleksandrova E.V., specific character of English legal vocabulary lies in a large amount of lexical nests, legal lexical units that were borrowed from other languages, in particular, from Latin and French, a large number of Latinisms, short and monosyllabic words, a huge amount of polysemantic words and significant amount of specific terms that were rooted in common-literary language [1].

Legal vocabulary represents quite complex and indistinct notion. Relating to socio-political terminology, it includes legal vocabulary itself or terminology of law, and terminology of jurisprudence. Within the frameworks of this article we are interested terminology of law, since this is a terminology of legislation, rule-making and regulatory enforcement, which is applied in various areas of knowledge. Terminology of jurisprudence is not of interest in this aspect, since its aim is to describe jurisprudence as a science and is not of practical value for linguistic university graduate.

According to Anisomova A.G. and Arkhipova M.A., terminology favours creation of consolidated information area for international scientific communication [9].

According to Pigolkin A.S., legal term in a word or word combination, which is used in legislation, and which is a generalized name of legal notion. Legal term has accurate and specific meaning and is characterized by notional monosemy and functional stability [11].

Should terminology studies be limited by one part of speech is a question that is still open in modern terminology. Averbukh K.Ya. states that term's morphologic structure may be different. According to him, in spite of the fact that all non-substantive forms of representation of special notions became results of initial terms' transformation, they also may be ranked as terms. On his opinion, prerequisite for giving terminological status to any word is presence of stable connection with the special notion being denoted [12]. Zuiueva A.V. offers including verbal forms, adjectives and adverbs into legal terminology complex (along with substantives, which form nucleus of terminological system) of English legal vocabulary [13]. Leichik V.V. also doesn't see any reasons for depriving verbs, adjectives and adverbs of terminological status [14].

According to Zuiueva I.V., one of the main requirements to application of legal vocabulary of systematicity and unity. For unity of legal vocabulary it is necessary that one and the same term is used for denomination of specific notion in normative text, while at denomination of different notions, different terms are used [13].

Traditionally, legal vocabulary also includes professionalisms, Latinisms and idioms. Idioms combine phraseological meaning with lexical meanings of each of its components [15]. Specific character of legal vocabulary is to the full extent manifests in legal phraseology – fixed collocations (*«joint stock association»*, *«pretrial detention»* and others). With its help accuracy of legislative language is reached.

It is unmistakable that in the process of training students of linguistic higher educational establishments in specialties Philology and Pedagogic education, in addition to generally used vocabulary, a lot of attention is paid to special linguistic, literary and methodic vocabulary. We set ourselves a task to define a role and place of legal vocabulary in the course of studying foreign lexical units in linguistic university. For this we find it rational to analyze manuals and training materials that are included in the list of main recommended references in working programs for disciplines "Foreign language", "Practical course of foreign language", "English for special use" and "Business foreign (English) language" in Institute of Philology and Intercultural Communication of KFU [16].

Among training manuals that form main recommended references in the course of training bachelors of linguistic speciality, in many cases "Proficiency Masterclass: Student's Book" by Kathy Gude is mentioned [17]. This textbook pays quite a lot of attention to learning special vocabulary that refers to various areas of human life and activities, including legal one. The tenth module of the manual named "Taking liberties", touches upon such spheres of legal relationships as civil and criminal law, court proceedings, life of prisoners in jail. The textbook contains universal legal vocabulary, related to Declaration on Human Rights and circumstances of conducting court processing in Great Britain. For studying of legal vocabulary and terminology the following types of exercises are used in the manual: writing essay, word transformation, multiple choice, filling in the gaps, reading and working with texts etc. In general, "Proficiency Master class: Student's Book" by Kathy Gude, oriented at advanced level students, contains copious lexical and methodical material of legal topic.

Other manual, recommended for usage in classes of foreign language in Institute of Philology and Intercultural Communication of KFU – "English. Upgrade Your English" includes legally oriented section "Crime and punishment". In this section the following topics are regarded: death penalty, detective stories, types of crimes etc. Here there are a lot of exercises with filling in the gaps, translating from Russian to English, paraphrasing and working with texts. It should be noted that this manual is aimed at complex development of skills in all types of speech activity that base on repetitions and enhancing knowledge of normative English grammar and learning and activation of new lexical units, as well as development of professional competences, needed in common and professional situations [18, 19].

Another manual, which is often used in foreign language classes in higher educational establishments is "Practical course of foreign language" under the general editorship of Arakin V.D. Fourth course of this manual [20] contains a volumetric text, extracted from "To Kill a Mockingbird" by Harper Lee, which serves as a base for introduction and work-out of legal vocabulary on the following topics: court proceedings, types of crimes and punishments. The manual also contains section for discussion "Courts and trials", in the frameworks of which legal vocabulary is classified into seven groups: Courts, Cases, Offences, Participants of the legal procedure, Legal procedure, Penalties or sentences, A court-room. This allow to structure legal lexical units being studied, by singling out universal concepts and circumstances of American and British legal systems. The most frequently used exercises contain tasks on completing the sentences, translating text into English, filling in the gaps, paraphrasing etc.

Thus, analysis of training manuals and textbooks, used as main and additional literature in Institute of Philology and Intercultural Communication of KFU, showed that the sphere of teaching legal vocabulary in English classes if limited by such topics as: human rights, types of crimes and punishments, court proceedings, and also main generic terms of juridical vocabulary (*law, lawyer, court, crime, sentence etc.*) In all manuals legal vocabulary is mainly introduced through texts, represented by fragments of popular detective stories. As for types of speech activity, reading and speaking prevail here.

In our opinion, teaching legal vocabulary, presented in manuals for linguistic universities, requires improvement in terms of its actualization in accordance with modern requirements of society, as well as extending diversity of approaches to introduction and reinforcing lexis. Thus, we offer lexical minimum that includes such juridical branches as contractual law, law of trusts, succession law and other branches, vocabulary of which is the most topical at the moment.

The majority of scientists mentioned systematicity as one of the key characteristics of legal terminology: vocabulary is fixed not only in terminological dictionaries, but also in legislative acts, and it has a strict hierarchy. However, branches of English law are less divided, and they were not enough classified. According to A.Kh. Saidov, the lack of strongly marked division of English law into branches may be explained by mainly two factors. First, all courts have common jurisdiction, i.e. they may hear various cases: in private law and in public law, civil, commercial, criminal ones. In this case unified jurisdiction favours merging of branches of law. Second, there are no branch codes in England, and English lawyer considers law as a uniform one [21].

In a wide sense, it is possible to detach branches of civil and public law in English law. Such branches as contractual law, law of trusts, family law and tort law were mainly developed on the base of civil law, criminal, constitutional and international laws are usually referred to public law.

All "branches" of English law have applicative character; they are aimed at solution of specific juridical tasks, which reflects on vocabulary, used within the frameworks of each branch.

Basing on classification of branches of English law, made by V.V. Alimov [22], we offer the following lexical minimum, which should be mastered by graduates of linguistic universities in order to be competitive on labour market:

Table 1. Required minimum of legal vocabulary

Law of Contracts	agent, collective agreement, company seal, conditions, consumer, employment contract, franchising, joint venture, parent company, service contract, shareholders' agreement, subject to contract, trademark, unfair terms, bankruptcy, guarantee, landlord, legal duty, tenancy, de facto, de jure, to be legally bound, real offer, acceptance, parties, consideration, legal principal, contractor, breach of contract, party in breach, award, damages, remedy, suit, contractual relationship, act of god, consumer, costs, terms
Law of Torts	wrongful act, trespass, sue, nuisance, negligence, wrongdoing, employers, liability act
Law of Trusts	trust, trustee, legal owner, beneficiary, law of equity, impose trust, private trust, proceeds, public trust, charitable trust, solicitor
Probate Law	will, settlements, probate fees, probate, majority, legacy, issue, heir, guardianship, guardian, beneficiary, estate, property, death certificate, estate taxes
Family Law	venue, spouse, subpoena, reconciliation, petition, plaintiff, marital property, jurisdiction, defendant, discovery, child support guidelines, dissolution, adoption, adoptive parent, matrimonial relationship, marital status
Criminal Law	steal, theft, thief, crime, criminal, blackmail, blackmailer, bribery, bribe, burglary, burglar, burgle, drug dealing, drug dealer, sell drugs, fraud, commit fraud, hijacking, highjack, hijack, kidnap, kidnapping, kidnapper, mug, mugger, mugging, murder, murderer, rape, rapist, robbery, rob, robber, smuggle, smuggling, smuggler, terrorist, terrorist, vandal, vandalism, vandalize, capital punishment, convicted, sentence, verdict, penalty, punishment, capital punishment, presumption of innocence, prosecutor, punishable, witness, criminal prosecution, evidence, charge with, investigate, question, acquit, life sentence, community service, fine, death penalty, capital punishment, trial courts, common pleas courts, municipal and county, courts, mayors' courts, courts of appeals, the State Supreme Court, The Federal courts, district courts, the US Supreme Court, juvenile court, felony, misdemeanour, murder, manslaughter, homicide, rape, assault, arson, robbery, burglary, kidnapping, embezzlement, bribery, forgery, fraud, swindling, perjury, slander, blackmail, abuse of power, disorderly conduct, speeding, petty offence, house-breaking, shoplifting, mugging, contempt of court, subpoena
Constitutional Law	appellate, impeachment, quorum, republic, suffrage, welfare, abolish, administration, admission, admonish, advocate, affairs, amendment, association, attorney-general, autonomy, authorize, authorities, authority, ballot, board, Budgetary, budgeting, cabinet, campaign, censorship, chairperson, chief justice, chief secretary, citizenship, civil, civilian, civil society, coexistence, Commander-in-Chief, committee confederation, constitution, council, council of ministers, court of appeal, currency, declaration, decentralization, delegate, democracy, department, domicile, election, petition, electoral roll, enactment, entity, exploitation, federation, federal, feudalism, foreign affairs, franchise, freedom of opinion and expression, freedom of opinion and expression, government, high court, house of representatives, jeopardize, judgment, judiciary, jurisdiction, justice, justifiable, kingdom, law and order, lawful, legacy legal representation, legislation, legislative, legislature, legitimacy, liability, liable, license, licensing, majority, marginalized, measure, minister, monitoring, morality, mother tongue, multilingual, nation, national anthem, national assembly, national language, nationality, naturalized citizenship, neutrality, non-discrimination, oath, official language, ombudsman, opposition, origin, parliament, parliamentary, partisan, permit, policy, practice, preamble, prime minister, privilege, proceedings, proclamation, province, pursue, recognize, reconciliation, referendum, region, religious denomination, representation, reservations, responsibility, revenue, right to privacy, secular, secret ballot, senator, senate, servitude, slavery, state of emergency, statute, supreme court, taxation, tenure of office, tribunal, unconstitutional, violate warrant
International Law	fundamental norm, state practice, treaty, general international law, regional international law, resolutions of international organizations, international tribunals, peaceful settlement, arbitration, voluntary submission, negotiation, fundamental error, excess of power, legal person, non-self-governing territory, colony, protectorate, multinational corporation, international organization, nongovernmental organization, responsibility for acts violating international law, responsibility for acts not violating international law, civil war, diplomatic protection, naturalization, nondiscrimination, foreign property, foreign investor, expropriation, nationalization, international crimes, common heritage of mankind, common heritage of humanity, occupation, territorial dispute, civil aviation, air defense zone, self-defense, act of aggression, collective measures, sanctions, blockade, Hague Conventions, Geneva Conventions, Geneva Protocols, international humanitarian law, Red Cross/Red Crescent, medical corps, civilian, military operations, cross-border transactions, international transactions, market economy, free (open) trade, fixed exchange rate, floating exchange rate, goods, services, imported goods, domestic goods, safety standard, over-use, renewable resource, nonrenewable resource, national/domestic/municipal law

4. METHODS AND FORMS OF TEACHING LEGAL TERMS IN ENGLISH CLASSES

Among existing methods and forms of teaching new lexical units, it is necessary to select those that would allow to maximum effect introduce, work out and reinforce legal vocabulary. This is not an easy task, considering narrow focus of specialization. Studied lexical units are not used in everyday life, and thus, it is rarely used in speech. That's why there is a necessity to create and select speech situations, in which this vocabulary could be practiced. Nevertheless, it is required to define techniques that would allow performing this task as smoothly as possible.

First of all, we should note that vocabulary expansion is nothing but mastering connections and nets, established between the words. If we speak about generally used vocabulary, it is mastered the most efficiently, when connections and nets are diverse and broad. The broader connection is, the more "flexible" are the students who are taught new lexical units. However, while studying highly specialized terms, one needs to consider that this type of vocabulary is not so flexible and it is typically present in set expressions (collocations), it has strict phrase structure and its components are almost irreplaceable, when it comes to word combinations. It is obvious that not all general methods and forms of teaching vocabulary are applicable for teaching highly specialized terms. Though, teaching legal terms is not possible without basic knowledge of English, which functions as a base for obtaining new knowledge.

Having studies the process of teaching new lexical material, we have singled out the following principles of teaching highly specialized terms: the principle of visualization, principle of concentration of lexical material, principle of stage-by-stage formation of lexical skills, principle of engagement of all types of speaking activities in the process of learning terms, principle of differentiated approach, based on the aims of learning highly specialized terms, principle of comparison of legal terms in the context of various linguistic cultures.

Getting started with terms and familiarization of students with this section, it is important to draw the line between particularly professional legal terminology (specific lexical units, used exclusively in jurisprudence, like: *plaintiff*, *probate*, *subpoena* etc.) and quasi-professional lexical units (the words, which are known by rather wide range of people and even are used in everyday life, like: *plaintiff*, *probate*, *subpoena* etc.)

It is important to provide and control acquisition of legal terms not only in productive types of oral activities (speaking and writing), but also in perceptive ones (listening and reading). It means that students must understand legal terms orally and recognize them in text, at this they should understand the meaning of obtained information as accurately as possible.

The teacher needs to correctly form students' skills of dialogic communication, in the course of which learnt terms could be successfully used. Here one needs to take psychological and pedagogical factor and individual abilities of students into account in order to find ways for overcoming inevitably occurring difficulties per each type of oral activity. Considering the fact that according to individual psychological peculiarities of perception of new material people are divided into auditory learners, visual learners, kinesthetic learners and discrete learners, information may be introduced through all perceptual canals, if this is possible in the course of educational process. For example, if the student is an auditory learner, it doesn't mean that other sensory organs are not active at the moment, thus, we may in parallel present him with visual picture as well. Engaging more perceptual canals, we develop student's ways of perception of new information, and it means that probability and efficiency of its understanding and digestion increases significantly.

Currently language training method contains various approaches and techniques of introducing new lexical material, but not all of these methods are suitable for introducing legal terms. Thus, having done a thorough-going evaluation, we have singled out the following methods:

The method of introducing new terms in context. In this situation the contexts encourages the student to understand the meaning of the word on his/her own, without using bilingual dictionary. By means of it, we achieve one of the most important aims of teaching new lexical material – formation of lexical unit's image in learnt language without using intermediate language, which is represented by native language of the student. It should be noted that the majority of terms and terminological word combinations are limited in lexical combinability and are set expressions (collocations), components of which are also irreplaceable. Considering this factor, we find it necessary to teach students legal terms in word combinations, in order they initially form skills of correct usage and combination of legal terms in the sentences.

Associative method. The essence of this method lies in building associative links between the material being learnt and already mastered material, i.e., correlation of legal term that was unknown before or several morphemes of it with words that are consonant or similar in spelling to the ones from Russian or English. Mukhametzianova L.R. and Shayakhmetova L.Kh. in their study dedicated to usage of associative experiment in the process of formation of foreign communicative competence note that interdependence and interconnection of words in native language and the language that is being studied may function at more advanced level as well, which implies development of so-called "contextual guess" in students, formedness of which may be tested by means of associative experiment [23].

Interactive method. In this case it is implied that each and all students are involved into study process, that they interact and try to find common correct understanding of the new term. Fakhrutdinova R.A., Yarmakeev I.E and Fakhrutdinova R.R. in their article mention an important function of this method, which consists in collective digestion and acquisition of knowledge, development of cognitive activity and coordinated decision of the tests set [24].

Application of informational and multimedia resources. At the moment the Internet offers a huge amount of video and audio material, a lot of multimedia resources that offer introducing and working out new vocabulary. However, one shouldn't forget that today teachers have a possibility to independently develop an electronic educational resource for students, which would include only the information, required at the course. Electronic resource may be divided into targeted topics, may be combined with other various methods of introducing material, like, for instance, contextual method. Though, advantage of this method is first of all in constant access to information and exercises. Students have opportunity to work remotely, having access to the Internet. The most part of work is made on individual basis, though such resource may be used for in-class learning. This resource may contain additional information and other contexts of using legal terms, exercises for immediate workout of skills of using new lexical unit. Also it is very important that students' interest is maintained, their enthusiasm is used to draw attention to new information, what is favoured by new technologies and multimedia resources.

Efficiency of teaching legal terms in many ways depends on selected strategy. J. Bruner was one of the first scientists who started speaking about strategies. He described this concept as a way of getting, digestion and usage of information, which, in its turn, leads to achievement of some results [25]. We may detach the following strategies among the main ones:

- Strategies that are based on memorization (establishment of logical connections, repetition of lexical material);
- Strategies of cognitive character (practical application of language material, analysis, synthesis, structure of received and give information);
- Strategies of contextual guess (reasoning, overcoming difficulties that appear because of lack of knowledge, especially in the course of reading and listening);
- Strategies of emotional action (creation of certain emotional disposition);
- Strategies of social interaction (formation of requests, referral for help, collective work).

Individual strategies of teaching legal terms may also be used, in which self-education takes a key place. The pupil has equal rights in organization of educational process, which endows him/her with responsibility for the result and motivates for independent continuation of learning lexical units of this type.

Basing on above-mentioned strategies, we have singled out the most effective techniques of memorization of legal terms:

- Comparison and contrasting technique;
- Material's semantization;
- Repetition;
- Establishing connections between the material being learnt and already mastered material;
- key words for memorization;
- Associative technique;
- Grouping terms according to its meaning/topic;
- Search for similar terms in foreign and native languages;
- Usage of terms in unusual context;
- Usage of technical means (computer, the Internet, multimedia resources and programs)

Among the most efficient means of consolidation of legal vocabulary we may make a note of role play method, in which students are given with roles and situation, the plot of which should be developed by them, using offered terms and sticking to style, rules and norms of the language in question. Some examples: court session, dialogue of an attorney with his client etc.

The next method is called "method of cases". Students are offered with legal task, situation or problem, which must be studied out by them and find possible ways out, using as much legal term as it is possible. This method may also include role play method, if it is necessary, though it is not an obligatory component of "method of cases".

There is another effective method, which lies in immersing into artificially created situation, where students need to perform the task, connected with problems that one may face in everyday life, but which requires knowledge of legal terms. It could be filling in applications, legal documentation, contracts, letter heads etc.

Thus, there are a lot of methodic approaches to introduction, working out and consolidation of legal vocabulary in foreign language classes. Here a great role is played by teacher's competence.

5. CONCLUSION

In modern conditions linguistic university graduate should not only master the norms of spoken foreign language, since the range of professions, in which he/she may apply his/her knowledge and skills, is constantly growing and is not limited by teaching foreign language or working as a translator. There is a growing importance of business contacts of specialists from various areas and various countries. The graduate may use an opportunity to continue education abroad, to work in international organizations, which in its turn implies formation of skills of reading and understanding of legal texts (articles, descriptions, job adverts, business correspondence etc. in foreign language), writing business letters, filling in the documents and letter heads. Thus, in order to be competitive on labour market and be ready to modern conditions of globalization, the graduate should master at a high level not only generally used vocabulary, but the legal one as well. Requirements, set to the graduate of linguistic university are directed into correct usage of lexical means of the language that express legislative will, particularly, building normative grammar constructions, using legal terms, idioms, words and abbreviations.

Analysis of textbooks has demonstrated that subject matter of legal vocabulary, learnt at English classes, required widening and inclusion such law branches as contractual law, law of trusts, succession law etc. On the other hand, training procedure for teaching legal vocabulary also requires improvements in terms of increasing a number of areas of its application in foreign language classes.

CONFLICT OF INTERESTS

The author confirms that data presented doesn't contain any conflict of interest.

CREDITS

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